

## **WORKSHEET SC-1**

### ***DECISIONAL BALANCE SHEET***

PROS		CONS	
Short-Term Pros	Long-Term Pros	Short-Term Cons	Long-Term Cons





## DAILY FEEDBACK FORM

Name: \_\_\_\_\_  
Session # \_\_\_\_\_

What did you like best?

What did you like least?

I found today's session to be:

<b>1</b>	Not helpful			Helpful			Very helpful
	1	2	3	4	5	6	7
<b>2</b>	Not interesting			Interesting			Very interesting
	1	2	3	4	5	6	7
<b>3</b>	Confusing			Clear			Very clear
	1	2	3	4	5	6	7
<b>4</b>	Too simple			Just right			Too advanced
	1	2	3	4	5	6	7
<b>5</b>	Not practical			Practical			Very practical
	1	2	3	4	5	6	7
<b>6</b>	Boring			Somewhat interesting			Very interesting
	1	2	3	4	5	6	7



## WORKSHEET **RPG-1**

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### **GOAL ASSESSMENT**

#### **INSTRUCTIONS**

1. Refer to Worksheet 4-5: Identifying Your Personal Program Goals. List the three most important goals that you identified there in the first column of the chart below.
2. Fill in the other two columns.

My three Most Important Goals from Intensive Phase	How well am I doing at achieving the goal?	Why am I doing well or not doing well at achieving the goal?
1.		
2.		
3.		





- 3.** Are these still the right goals for you? Are your priorities still the same? If there are any changes, identify your new top three goals.

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## WORKSHEET **RPG-2**

### ***LIFE AREA PLANNING***

LIFE AREA	GOAL	STEPS
Substance Use		
Family ( <i>Relationships with close family</i> )		
Social ( <i>Relationships with friends and acquaintances</i> )		
Legal ( <i>Relationship to the law</i> )		





Life Area Planning (continued)

LIFE AREA	GOAL	STEPS
Physical ( <i>Health and fitness</i> )		
Psychological ( <i>Your thinking and moods</i> )		
Work ( <i>Your ability to get, keep or advance in a job</i> )		
Financial ( <i>Your ability to make money or to use money effectively</i> )		





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## **HANDOUT RPG-3**

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### ***KEY PROBLEM-SOLVING STEPS***

- 1.** Identify the problem by putting it into words.  
(Example: How can I.....?)
  
- 2.** Brainstorm alternatives.
  
- 3.** Evaluate your alternatives and pick the best solution (or solutions).
  
- 4.** Implement your solution and evaluate how effective it was.



## HANDOUT **SOC-1**

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### **WILL SUMMERS**

**W**ill Summers grew up in a very religious home. As a little boy, he took great pride in being a “good boy” — doing well in school, attending church with his parents, and participating in a range of after-school activities organized by the church.

When he turned 12, Will found that his interests were changing. He was fascinated by engines and motors, and wanted to spend time with friends with similar interests. His parents disapproved of these friends. Will thought this was unfair and tried to convince his parents to allow him to see his new friends. When his parents refused, Will was confused and angry. He’d sneak out, and when he got caught, there were angry confrontations, with lots of yelling. Will would be grounded.

As Will continued into his teenaged years, the once happy Summers house was marked by either open battles or silent anger. Will’s grades in the subjects he liked — science, math and mechanics — were still pretty good. But he didn’t do well in other subjects. And by the time he was 15, he would simply leave home to party with his friends even though he was grounded. He drank a bit, he smoked dope a bit, and on the rare occasion, he really overdid it.

When Will was 17 and his girlfriend Jennifer told him she was worried about his partying, he laughed. “Loosen up,” he’d say. “Everybody does this. It’s no big deal.” Even though he’d laughed it off, Will did worry about his using for a while after that. But it was such a downer. Within a week, he’d sort of shrugged off his concerns.

One day when he was 18, Will woke up with a hangover on a school day, and just managed to drag himself to class. He got test results back that day and found that he had failed an important test in one of his favorite subjects. When he ran into his girlfriend, Jennifer, and told her what had happened, she wasn’t sympathetic. She said “Hey Will, I’ve been telling you for a while that you were losing it, but you just wouldn’t listen.”





Handout SOC-1 (*continued*)

That day marked the beginning of a change. Will started to think about his future and got scared picturing himself unable to hold a job, struggling with hangovers. He decided he had to get his life in order. Over the next few months, Will got a part-time job and moved out of his parents' home. He picked up his marks, cut down on his partying, and moderated his use of alcohol and marijuana. When he was tempted to overdo it, he'd work out, or go somewhere nice with Jennifer instead.

Within six months, Will had been accepted at a community college, in an apprenticeship program for mechanics. He went off the rails briefly a year later, when Jennifer broke up with him. Depressed over the end of the relationship, he spent a week doing heavy drink and drugs. But then he got his act together.

Now, at age 21, Will's just accepted a job as a mechanic. He's moving into a new apartment, and he's stopped using drinks and drugs completely. He feels good about himself. When he looks back, however, he feels ashamed. "What a jerk I was!" he says to himself.

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## **HANDOUT SOC-2**

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### **STAGES OF CHANGE**

#### **PRECONTEMPLATION**

People in this stage are still using and are unaware of having problems related to using. They are not yet ready for active change. This stage is sometimes also referred to as denial.

Compared to people in other stages of change, Precontemplators process less information about their problems, they spend less time and energy re-evaluating themselves, they experience fewer emotional reactions to the negative aspects of their behavior and they do little to confront and resolve their problems.

#### **CONTEMPLATION**

People in this stage are aware of some of the negative consequences of their behavior and they are beginning to actively think about the need to change. But they are often “torn” about changing their usage patterns. One part of them knows that they should change their behavior, but another part resists the change (“Oh forget it — it’s really not so bad!”). The outcome of this inner struggle determines whether the person proceeds to the Determination stage.

#### **DETERMINATION**

People in this stage are aware of the negative consequences of their using and they want to change the behavior, but they haven’t yet committed themselves to making that change. During this phase, people are trying to “determine” whether to fall back into the contemplation or pre-contemplation phases, or go forward into the Action phase. Those that decide to go forward start to prepare to actually take some action.

#### **ACTION**

People in this stage of change initiate actions designed to change the problem behaviors. This is the shortest stage, when the individual is most enthusiastic and energetic. People in this stage want to get involved in activities that will bring immediate results. If they’re successful, they enter the next phase.

#### **MAINTENANCE**

During this stage, people work to continue the gains made during the Action stage, and to prevent relapses. They try to achieve a healthy lifestyle. If successful, they can stay in the maintenance phase...forever.

#### **RELAPSE**

During relapse, people “slip” back into previous usage patterns. When this happens, these people can start the whole process again — though often they move directly to contemplation, rather than starting the process with precontemplation.



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**HANDOUT SOC-3**

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*IS THIS A MODEL FOR THE STAGES?*

**Precontemplation**



**Contemplation**



**Determination**



**Action**



**Maintenance**

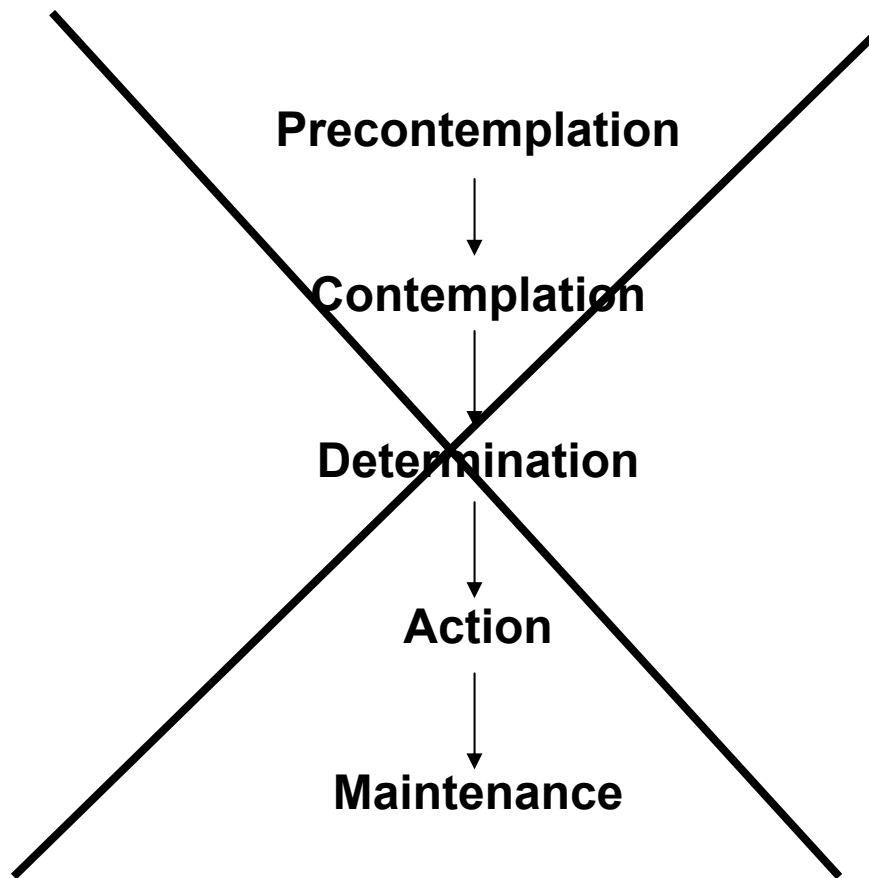
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**HANDOUT SOC-4**

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*A FLAWED MODEL*

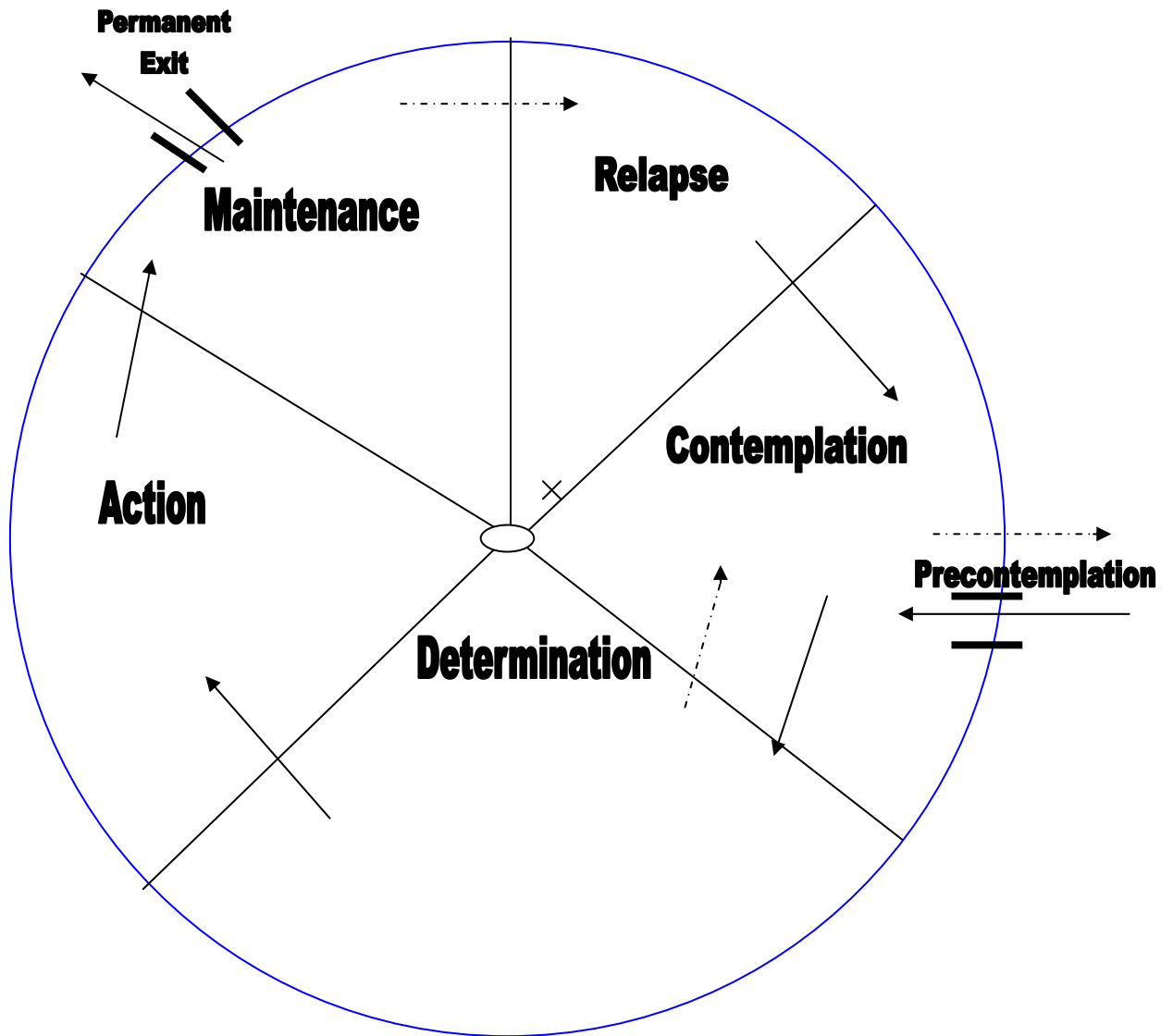






## HANDOUT SOC-5

### STAGES OF CHANGE MODEL





## **HANDOUT SOC-6**

### ***GUIDELINES FOR MOVING THROUGH STAGES OF CHANGE***

#### **Precontemplation**

- Attend to outsiders' views of the behavior. Ask, "*Is there any validity to them?*" Begin decisional balance analysis: What are the pros and cons of the behavior?

#### **Contemplation**

- Attend to inside views. How do YOU feel about the behavior, and the impact it has on you and on others?
- Decisional balance — what are the pros and cons of changing?
- Get information about costs and benefits.
- Think about whether you're prepared to pay the price to get the benefits.

#### **Preparation/Determination**

- Identify options, and do a decisional balance analysis of each.
- Choose one realizing that you can always try another if your first choice doesn't work.

#### **Action**

- Carry out the plan.
- Assess the plan.
- If required, go back to the previous stage and look for other options.

#### **Maintenance**

- Explore ways of supporting the new behavior.
- Ask others for help in maintaining.

#### **Relapse**

- Don't label yourself "bad." Focus on the experience, not on you as a person, and look at the experience as "useful" — providing information to refine the maintenance plan.



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## **WORKSHEET SOC-7**

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### ***JEFFERSON HOPEWELL***

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#### **SITUATION**

Jefferson Hopewell is a success. He grew up in a poor family with an abusive father. Despite these disadvantages, he worked hard at school, and held part-time jobs, and managed to put himself through university. He was determined to make something of himself — to show his father and all the other people in the small town where he grew up, that all Hopewells weren't losers.

Today, Jefferson has a high-paying job in a big engineering firm, he travels on business, and he has an active social life. Social drinking is an important part of this life — there are drinks after work, he takes clients out for drinks, when he golfs on the weekend with colleagues they drink throughout most of the afternoon.

When Jefferson's sister visits him for a week, she is troubled by what she sees. "Jeff," she says "I think you've got a problem here, and you'd better get a grip on it." Jefferson is furious with her. "You're just jealous" he says. "This is a type of life you can't possibly imagine. Go home and grow up."

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#### **QUESTIONS**

- 1.** What stage of change is Jefferson in?
  
- 2.** What recommendations would you give him, based on the Guidelines for Moving Through the Stages of Change?
  
- 3.** Add another paragraph to the situation, describing Jefferson as you imagine him at some other stage of change.



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## **WORKSHEET SOC-8**

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**MATT DOUGLAS**

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### **SITUATION**

Matty Douglas is 24 years old. Recently his best friend Troy got married and it sort of shook Matty up. He and Troy grew up together, and were part of a group of about five guys who earned well-deserved reputations as party animals in high school. And it didn't stop there. After high school, most of them held a succession of part-time jobs and short-term girlfriends. But those were like hobbies. Their real focus in life was PARTYING — drinking and drugs all night and trying to act like you didn't feel it the next day.

When Troy got married, Matt realized he was the only one left still living that lifestyle. Sort of without him noticing it...every one else had moved on, into stable relationships, and full-time work. Matt is afraid now that life might be passing him by. He's spent some time trying to think of ways of turning his life around, but then sometimes he gets kind of angry, because he's had so much fun living the way he has since he and Troy were teenagers.

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### **QUESTIONS**

- 1.** What stage of change is Matt in?
  
- 2.** What recommendations would you give him, based on the Guidelines for Moving Through the Stages of Change?
  
- 3.** Add another paragraph to the situation, describing Matt as you imagine him at some other stage of change.





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## **HANDOUT PS-1**

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### ***DEFINITION OF SIGNIFICANT OTHER***

A Significant Other (SO) is someone who:

- You trust
- You care about
- Sees you frequently
- Cares about you.





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## HANDOUT PS-2

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### **MIKE**

**M**ike has been off probation for six months and has not had anything to drink in that whole time. He's turned his life around. He's got a part-time job in the library of a local community college, which is where he met his girlfriend. This is the first relationship like this he's ever had. He can really talk to Ellen. She is taking courses to prepare her to be a social worker. Mike hasn't told Ellen about the substance abuse in his past. He doesn't want it to color his relationship. Now, for the first time in a long time though, he's feeling cravings. He knows it's because he's stressed financially, because his hours got cut. But it's having an impact on his relationship with Ellen. He knows he isn't always "all there" when they're together, and he's occasionally short-tempered with her.

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## **HANDOUT PS-3**

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### ***ENLISTING SUPPORT FROM A SIGNIFICANT OTHER***

- 1.** Be honest, and ask for help. Because this is very important, you should carefully plan the time and place for this conversation.
  - You and your SO should both have time and energy to make this a quality discussion. So don't take this step if either of you is rushed or very tired.
- 2.** You'll want to develop a plan with your SO, about how he or she can help you.
  - Think about this ahead of time, but don't get "married" to your ideas. You'll need to be open to other ideas, and flexible in your responses.
- 3.** When you start the conversation, remember: having a problem is nothing to be ashamed of. And working to resolve your problem is something you should be proud of and approach in a practical way.
  - Show that, in your words and your body language.
- 4.** Your SO will be better able to help you if he or she understands the Stages of Change.
  - Explain the stages of change, and what stage you're in.
- 5.** Explain the different ways your SO can support you by:
  - Being non-judgmental
  - Being open about concerns and problems — thus respecting your ability to cope, and your ability to change
  - Being thoughtful about the best time and place to express concerns or talk about problems
  - Understanding that a balanced lifestyle is particularly important for you
  - Rewarding you when you've been "good" — and by not "punishing" you if you slip.





- 6.** Work with your SO, and use your Problem-Solving Guidelines to develop a plan for ways your SO can help you. For example, by:
  - Not pressuring you into environments that are high-risk for you
  - Helping you recognize high-risk situations
  - Helping you develop alternatives or better options for times when you are at-risk
  - Helping you develop a balanced lifestyle with interests and friendships that aren't rooted in drinking or drugs.
  
- 7.** Make "The Plan" a joint project, and monitor it together. Agree that both will benefit from feedback.
  - Be ready to help your SO understand how to interact without being judgmental or threatening
  - Be sure that you aren't judgmental or that you don't "talk down" when doing this. Remember that being non-judgmental and non-threatening are skills that you've been learning. Consider sharing relevant guidelines with your SO, if he or she is interested.



## **HANDOUT PS-4**

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### ***PAIRS EXERCISE INSTRUCTIONS***

- 1.** Each of you should brief your partner on the Significant Other involved in your plan. Provide enough information about the relationship so that later, your partner can do a reasonable job of playing your SO in a role-play.

*Example: James is my brother. He's two years younger than I am, and he's a pretty easygoing guy. He likes having fun, and doesn't often start serious conversations. But the few times that I have talked to him about problems, he's been real good about it. He'd start out kidding around, but once he knew I was serious, he was pretty helpful.*

- 2.** Both of you should then share the plan you developed with each other.
- 3.** Both of you should then develop a role-play for Partner 1's plan. Partner 1 plays himself, and Partner 2 takes the part of the Significant Other. After the role-play, both of you should discuss what worked and what didn't, and decide whether (and how) the plan requires "fine-tuning."
- 4.** Go through the same process with Partner 2. Develop a role-play, and after that do any fine-tuning of the plan that seems required.



## HANDOUT WC-1

### WALLET CARD

#### FRONT OF CARD

##### MY HIGH-RISK SITUATION

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

##### MY COPING STRATEGIES

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

##### MY EMERGENCY PLAN FOR COPING WITH A SLIP

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#### BACK OF CARD

##### EMERGENCY PHONE NUMBERS

\_\_\_\_\_  
Your Name

\_\_\_\_\_  
Friend

\_\_\_\_\_  
Family Member

\_\_\_\_\_  
Detox Unit

\_\_\_\_\_  
Hospital

\_\_\_\_\_  
AA/NA Sponsor

\_\_\_\_\_  
FSAT Facilitator

\_\_\_\_\_  
Treatment Center

\_\_\_\_\_  
Probation Officer

\_\_\_\_\_  
Case Worker

\_\_\_\_\_  
Counselor

\_\_\_\_\_  
Others

\_\_\_\_\_

\_\_\_\_\_

##### DSAT LEVEL III AND IV MAINTENANCE SESSIONS

Check		Check
Session 1	Session 13	
Session 2	Session 14	
Session 3	Session 15	
Session 4	Session 16	
Session 5	Session 17	
Session 6	Session 18	
Session 7	Session 19	
Session 8	Session 20	
Session 9	Session 21	
Session 10	Session 22	
Session 11	Session 23	
Session 12		

Please have a DSAT facilitator initial  
and date each session you attend.





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## **WORKSHEET WC-2**

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### ***COMMUNITY RESOURCE TEMPLATE***



#### **ADDICTION SERVICES:**

**Detox:**

**Day Treatment:**

**Residential Treatment:**

**Contact for Self-Help Groups:**



#### **HEALTH SERVICES**

**Hospital**

**Health Clinic**

**Family Doctor**







## **LEGAL SERVICES**

**Legal Aid**

**Law Firms**



## **EMPLOYMENT SERVICES**

**Employment Office(s)**

**Volunteer Organization(s)**



## **LEISURE SERVICES**

**YMCA**

**Recreation or Parks Departments**

**Other**



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## **HANDOUT WC-3**

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### ***WALLET CARD EXERCISE***

#### **INSTRUCTIONS**

- 1.** Each of you should brief your partner on your own high-risk situation (refer to the intensive phase Worksheet 15-6 for level 4, and Worksheet 10-6 for level 3: Mapping My Relapses for a reminder of your high-risk situations). So in each group, there will be two briefings.
  
- 2.** Each of you should then take five minutes to create a scenario you'll use to challenge your partner. The scenario should involve your partner's high-risk situation. See the second page of this handout for an example of a challenging scenario.
  
- 3.** When you're both done, each of you should brief your partner on the scenario you developed for him.
  
- 4.** Each of you should then spend about 5 minutes trying to identify all the coping skills you could use in the high risk situation your partner challenged you with (e.g., refusal skills, problem solving, constructive thinking, leaving the situation). Make sure you consider your wallet card — would it be useful? How would you use it?
  
- 5.** Finally, each of you should brief your partner on the strategy you identified for handling the high-risk situation he created for you. Partners should provide input on the strategy, asking questions and making suggestions to improve the response, and the use of the wallet card.





## Example of a Scenario to Challenge Your Partner

### YOUR PARTNER'S HIGH-RISK SITUATION

**Type: Pressure from Friends**

### SITUATION YOU DEVELOP TO CHALLENGE YOUR PARTNER

**R**ick has not used cocaine in over two months and is feeling good about his life right now. Although Rick sometimes misses the excitement of getting high and hanging out with his brothers and friends (who still use cocaine), he notices that there have been some important changes in his life that are quite positive. Rick's relationship with his girlfriend, Joanne, has really improved and she now trusts him a lot more than in the past.

During a weekend when Joanne was away with family, Rick decided to head over to his brother's house where his buddies would be hanging out. Rick knew there would be cocaine use but didn't think it would be a problem, especially because he was clean for such a long time.

When Rick arrived at the house he saw that all his friends were at the house, there are plenty of good rock tunes playing, and the guys were snorting lines in the living room. Rick says to himself that he can party without the drugs but the coke keeps getting passed to him even though he keeps refusing by passing on the lines when it's his turn.

Rick's brother John starts to get really vocal about Rick's passing on the drugs and directly asks, "do you want to try some powerful Coke". At this point, Rick finds it hard to resist and decides to "sample" only a bit of Coke. He says, "No one needs to know I'm using, including Joanne who is away this weekend." Rick snorts for most of the night.

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## WORKSHEET CON-1

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### ***FACT OR FICTION***

- 1.** When you're trying to start a conversation, you should talk about important and weighty matters — not “small” talk.

☐ Fact                      ☐ Fiction
  
- 2.** If you start a conversation, you are responsible for keeping it going.

☐ Fact                      ☐ Fiction
  
- 3.** You need to work on finding a clever comment to get things going.

☐ Fact                      ☐ Fiction
  
- 4.** It's OK to talk about other people.

☐ Fact                      ☐ Fiction
  
- 5.** You shouldn't talk about yourself.

☐ Fact                      ☐ Fiction





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## **HANDOUT CON-2**

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### **SUMMARY CONVERSATION GUIDELINES**

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#### **GETTING STARTED**

- Recognize who is likely to be receptive
  - Listen and observe for likely points of shared interest
  - Use body language to take the first step
  - Use open-ended questions
  - You can use compliments — carefully.
- 

#### **MONITORING**

- Check for responses
  - If it's not happening — disengage
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#### **DISENGAGING**

- If there's a specific reason you must disengage, you can use it — BUT
  - You don't NEED an excuse.
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## **HANDOUT CON-3**

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### **DETAILED CONVERSATION GUIDELINES**

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#### **GETTING STARTED**

- ▶ Recognize who is likely to be receptive
  - People who are alone may be more receptive than people already involved in talking to others
  - People on the “fringes” of a group may be more receptive than people in the middle of a group
  - Signs of receptivity: the other person makes eye contact with you, is receptive to you making eye contact, smiles or nods when you make eye-contact.
- ▶ Listen and observe for likely points of shared interest
  - Watch what people eat, whether they are looking at paintings, etc.
  - Clothes (t-shirts, hats) can provide hints
  - Listen to other conversations.
- ▶ Use body language to take the first step
  - Make eye contact and smile, or use other facial expressions
  - Engage or don't engage, based on the other person's response.
- ▶ Use open-ended questions
  - An open-ended question can't be answered by “Yes” or “No.” Example of an open-ended question: How are you connected to (your host's name)?
  - Remember — your question doesn't have to be weighty.
- ▶ You can use compliments — carefully.
  - “Good” compliments are sincere, and not overly personal. (Appropriate compliment: “That's a great T-shirt.” Inappropriate compliment: “You've got a really hot body.”)





## **MONITORING**

- ▶ Check for responses. Signs that the person is responding positively:
  - He makes eye contact with you
  - The conversation is two-way, and the pauses in conversation aren't long or uncomfortable
  - Smiling and/or laughing.
- ▶ If it's not happening — disengage

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## **DISENGAGING**

- ▶ If there's a specific reason you must disengage, you can use it
  - Example: I'm sorry, but I've got to leave now.
- ▶ But remember — you don't NEED an excuse.
  - A pleasant departure (It was nice talking to you, hope you enjoy the party) is all that's required.





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## **HANDOUT RL-1**

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### ***TIM AND ROLLY***

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#### **SITUATION**

Tim knows that his friend Rolly has been partying pretty hard lately. One day, Rolly goes to Tim's at around noon, looking very hungover. Sounding very concerned, Rolly says, "I'm afraid my drinking is out of control."

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#### **TIM'S RESPONSES**

Response 1: "Hey man, don't sweat it. Everyone parties a bit too much now and then."

Response 2: "So you feel like you might have a problem with this."



## WORKSHEET RL-2

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### REFLECTIVE LISTENING

**Reflective Listening:** Is a way of interacting in which the “listener” avoids closed responses, and instead uses open responses to reflect what the speaker says and feels.

**Closed Response:** Denies a person the right to his or her feelings by demonstrating the listener’s unwillingness to accept and understand.

**Open Response:** Acknowledges a person’s right to his or her feelings by demonstrating that the listener accepts what he or she says and what that shows about how he or she feels. An open response indicates that the listener understands.

#### Examples

**Opening Remark:** My boss is such a goddamned jerk!

**Closed Response:** Oh, it’s not as bad as all that.

**Open Response:** It sounds like you’re angry at him.

**Opening Remark:** I keep having these cravings. I’m afraid that I’m due for a major slip.

**Closed Response:** It’s just life, buddy. Everyone’s got cravings — you just gotta deal with it.

**Open Response:** You’re really worried that you’re going to drink again, huh?

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### CHALLENGE 1

**Opening Remark:** I’m pretty freaked out about what happened today at group.

**Closed Response:** \_\_\_\_\_

\_\_\_\_\_

**Open Response:** \_\_\_\_\_

\_\_\_\_\_





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## CHALLENGE 2

**Opening Remark:** I don't know how I feel about the new counselor that got assigned to me.

**Closed Response:** \_\_\_\_\_  
\_\_\_\_\_

**Open Response:** \_\_\_\_\_  
\_\_\_\_\_

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## CHALLENGE 3

**Opening Remark:** I'm so bored! I've got to find some way of having some fun soon, or I'm gonna lose it.

**Closed Response:** \_\_\_\_\_  
\_\_\_\_\_

**Open Response:** \_\_\_\_\_  
\_\_\_\_\_

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## CHALLENGE 4

**Opening Remark:** You know my daughter, Clare? She's been acting strange lately, and I'm really worried about her.

**Closed Response:** \_\_\_\_\_  
\_\_\_\_\_

**Open Response:** \_\_\_\_\_  
\_\_\_\_\_





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## ANSWER KEY RL-2

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### REFLECTIVE LISTENING

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#### CHALLENGE 1

**Opening Remark:** I'm pretty freaked out about what happened today at group.

**Closed Response:** A little freak-out is good for you every now and then.

**Open Response:** You sound like you're upset about what happened.

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#### CHALLENGE 2

**Opening Remark:** I don't know how I feel about the new counselor that got assigned to me.

**Closed Response:** What's to feel? One counselor's like another.

**Open Response:** You're not sure about how you feel about the guy?

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#### CHALLENGE 3

**Opening Remark:** I'm so bored! I've got to find some way of having some fun soon, or I'm gonna lose it.

**Closed Response:** Don't worry. It'll pass.

**Open Response:** You really feel like you need a good time.

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#### CHALLENGE 4

**Opening Remark:** You know my daughter, Clare? She's been acting strange lately, and I'm really worried about her.

**Closed Response:** All kids go through stages — it's nothing to worry about.

**Open Response:** So you're concerned about how Clare's been acting, eh?



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## **HANDOUT RL-3**

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### ***TIPS FOR REFLECTIVE LISTENING***

- 1.** When you prepare your reflective comment, make sure you include all of the messages you've received (body language and tone of voice) — not just what the speaker has said.
- 2.** Use your own words to say what you think the other person is feeling — don't just repeat the exact words the other person used.
- 3.** Keep your comments brief. Your objective is to get the other person to tell you more.
- 4.** Use phrases like “**it sounds like** you feel...” or “**it seems like** you're pretty angry...” To avoid sounding too certain, or like a mind reader. You can also use a questioning tone of voice, or turn your statement into a question: “You feel pretty bad about that, eh?”
- 5.** Don't overdo it. Reflective listening is an effective tool for helping other people feel comfortable in telling you what they are feeling and thinking. It is not a substitute for conversation.



## **WORKSHEET RL-4**

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### ***INSTRUCTIONS***

- 1.** On your own, write a very short scenario that features two people. You should explain their relationship in the scenario. One of your characters should be concerned about something. The scenario should end with that person's Opening Remark.

Example: Tony and Brad are good friends. Tony's been going out with a girl named Wendy, and lately it's seemed like she's cooling off on him. He really likes Wendy and he's afraid that she's going to dump him. When he meets Brad at the coffee shop, this is his opening remark: "Wendy's been sending me some bad signs, man."

- 2.** Work with your partner to develop a role-play based on your scenario. Your partner should deliver the Opening Remark you wrote, and you should then role-play the character that will use reflective listening at various points in the conversation.
- 3.** You'll also develop a role-play based on your partner's scenario. That means that together you'll develop two role-plays, and each of you will get to play the Reflective Listener in the scenario you wrote yourself.





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## **WORKSHEET SCR-1**

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### **QUESTIONNAIRE**

- 1.** You experience a misunderstanding with someone you know. After that, every time you see that person he acts as if he doesn't even see you. Is it more troubling to you if:

  - A.** The person in question is someone you encounter waiting in line at the bank?
  - B.** The person in question is your child?
  
- 2.** You used to really enjoy the company of Person X. Now, however, the things she intends to be funny, which you used to enjoy, hurt your feelings. You don't like being with her any more. Is it more troubling to you if:

  - A.** Person X is the waitress at the cafeteria where you have lunch everyday?
  - B.** Person X is your wife or girlfriend?
  
- 3.** You decide you are going to speak to Person X about how you feel about her behavior. Do you worry more about the outcome of this confrontation if:

  - A.** Person X is the waitress?
  - B.** Person X is your wife or girlfriend?



## **HANDOUT SCR-2**

### ***GUIDELINES FOR CLOSE AND INTIMATE RELATIONSHIPS***

#### **1. Don't expect your intimate to read your mind.**

- Say what's on your mind — and say it clearly with words. Don't "try to get the message across" with body language, sarcasm, or other forms of behavior (being withdrawn, for example).
- Use the guidelines for giving constructive feedback. (Handout 7-3)
  - Focus first on the positive.
  - Focus on the other person's behavior, not his personality.
  - Suggest, don't dictate or instruct.
  - Evaluate your motives.
- Use I Feel Versus You Are Messages
  - Example: *"I feel upset when you interrupt me"* — Not *"You are so rude — you're always interrupting me."*

#### **2. Don't let things build up.**

- By dealing with something early, you can prevent it from becoming a constant irritant.

#### **3. Draw on your skills when receiving criticism.**

- Use the Guidelines for Receiving Feedback (Handout 7-3).
  - Try to be open and receptive.
  - If you're unclear about feedback, ask for more detail.
- Learn to be a good listener
  - Concentrate on what the other person is saying, not what you want to say.
  - Don't interrupt.
  - Show that you are interested and want to understand.
  - Watch the other person's body language, and use it to help you figure out whether the other person is upset, confused or frustrated, for example.





**4. Express your positive feelings.**

- When you are thinking something good about that person — show it through any one or a combination of these ways:
  - Put it into words — give compliments
  - A smile, a hug, a kiss, a touch in passing
  - Small favors or gifts.
- When the message is very important — for example an apology — DON'T rely on gestures alone. Use words.

**5. Be an active listener.**

- Show that you are trying to understand, by re-stating important points in your own words.
- Use Reflective Listening skills (from maintenance session: RL-3).



## **WORKSHEET SCR-3**

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### **INSTRUCTIONS — GROUP ONE**

#### **SITUATION**

**F**red and Chris have been living together for five years. They have two kids, and they've worked hard to make a life together. They used to do a lot of partying, and it took Chris a long time to realize that this had become a problem for Fred. Fred actually had to convince her that he was in trouble. When he first became involved in a substance abuse program and decided that he wouldn't do any drinking or drugs, Chris was very supportive.

Fred has been abstaining for six months now. But Chris misses the kind of nightlife they used to have. She keeps suggesting that they go places with their old hard-drinking friends, or go to bars to hear live music. Each time, Fred quietly and firmly says that those wouldn't be good places for him, and changes the subject. But it's happening so often now that he's getting really pissed with Chris. It's like she doesn't understand how important this is, or that she figures he's had some disease, and now he's cured.

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#### **ASSIGNMENT**

1. Analyze the situation you've been given, and decide how Fred should use the guidelines to deal with the situation. Make notes about how the guidelines should be applied in this situation.
2. Develop a role-play involving Fred and Chris, in which the person playing Fred applies the guidelines. Rehearse the role-play. People not playing parts in the role-play should observe and make suggestions to improve how the guidelines are applied.



## **WORKSHEET SCR-4**

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### **INSTRUCTIONS — GROUP TWO**

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#### **SITUATION**

**G**inger's substance use goals are to moderate his drinking. He's been doing extremely well at meeting these goals — for the last six months he's been observing the guidelines for sensible drinking. He now has no more than 12 drinks a week. Typically, he has three or four beers on Friday and Saturday nights, and seldom drinks during the week unless he has company over, or is out with friends. And that doesn't happen very often, because Ginger has a lot of responsibility at home, and he takes his family responsibilities seriously.

Ginger's dad died last year. Worried about his mom living by herself, Ginger, who is divorced, invited his 68-year old mother to live with him. It's worked out really well, because his mom has been able to help with Nick, Ginger's five-year-old son who often spends weekends with him.

But in the last few months, there have been some strains in the household. Ginger's mom knows that he was in trouble with the law once. She also knows that he's participating in a substance abuse program. But even though he's explained it to her, she doesn't understand that Ginger is meeting his goals. Every time he has a drink in her presence, her body language and tone of voice show disapproval. Often, she makes comments about how he's "cheating again." And she shows this disapproval openly when she's dealing with Nick, also. When he does something she disapproves of, she often says that if he's not careful, he'll end up like his Dad. This makes Ginger feel pretty bad. But what can he do? She's his mom, and she's been so lonely since his dad died.

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#### **ASSIGNMENT**

1. Analyze the situation you've been given, and decide how Ginger should use the guidelines to deal with the situation. Make notes about how the guidelines should be applied in this situation.
2. Develop a role-play involving Ginger and his mother, in which the person playing Ginger applies the guidelines. Rehearse the role-play. People not playing parts in the role-play should observe and make suggestions to improve how the guidelines are applied.





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## **HANDOUT UWE-1**

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### ***SUMMARY GUIDELINES FOR FITTING INTO A WORK ENVIRONMENT***

- ▶ Know the key indicators of how casual or formal a work environment is, and when you interview and first start work, observe them very carefully:
  - The workplace itself
  - What people wear
  - How people interact
  - The gender mix.
  
- ▶ Take your lead from what you observe, and take your time.
  
- ▶ If you want to establish contact right away:
  - Take the first step by using body language
  - Look for signs of receptive body language in the person you're interested in
  - Use open-ended questions in your conversation.
  
- ▶ Be positive in your comments.





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## **HANDOUT UWE-2**

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### ***DETAILED WORK ENVIRONMENT GUIDELINES***

- ▶ **Know the key indicators of how casual or formal a work environment is, and when you interview and first start your job, observe them very carefully.**
  - **The workplace itself**
    - Outdoor workplaces are generally more informal than indoors ones
    - Expensive-looking decors (in offices, stores and restaurants for example) are generally more formal than others.
  - **What people wear:** The more casual the clothing, the more likely it is that social exchanges will also tend to be relaxed and informal.
  - **How people interact**
    - Do they use only first names? Any place where last names are used for most people is a fairly formal environment.
    - How loud are conversations? Hushed tones indicate formal environments.
  - **The gender mix:** Single-gender workplaces are often more informal than mixed gender workplaces.
  
- ▶ **Take your lead from what you observe, and take your time.**
  - You don't have to start a conversation right away. Trust that the longer you are there, the more people you will meet and the more easily conversations will occur.
  
- ▶ **If you want to establish contact right away:**
  - Take the first step by making eye contact, smiling or using other facial expressions.
  - Look for signs of receptivity like willingness to make eye contact, or smiling and nodding when you make eye contact, and then decide whether or not to engage based on that willingness.





Handout UWE-2 (*continued*)

- Use open-ended questions (questions that can't be answered by "Yes" or "No") in your conversation, and remember that most people like to talk about themselves.
- It is usually appropriate to ask others in what area they work and what kind of work they do, but it is generally NOT appropriate to talk about other people except in very general and positive terms:

OK: "I work for Mr. Harkness and he's been very helpful."

NOT OK: "Mr. Harkness sure is one hell of a fat guy, isn't he?"

► **Be positive in your comments.**

- When others ask how you're feeling about your new job, talk about things you like. Don't make negative comments about the workplace, or about your ability to do the job or to fit in.
- It's all right to admit to being nervous, or that there's a lot to learn. Just make sure you show confidence in your ability to deal with your nervousness and do your job well.



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## **HANDOUT UWE-3**

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### **GROUP ONE INSTRUCTIONS**

You are to develop two role-plays. In both role-plays, it's the New Guy's first morning on the job, and it's coffee time. Choose one group member to play the New Guy. Everyone else plays co-workers who are also having coffee.

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#### **ROLE-PLAY ONE:**

**The New Guy is part of an all-male survey crew.** He does a good job applying the Work Environment Guidelines.

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#### **ROLE-PLAY TWO:**

**The New Guy is a clerical trainee for a car insurance firm.**  
**Other office workers, male and female, are present.**  
The New Guy fails to use the Work Environment Guidelines.

Before you present each role-play, you should read only the bolded portion of the role-play descriptions above to the other group. You should also brief them on:

- Where the role-play takes place (coffee shop, outdoors, etc.)
- What the various characters are wearing.





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## HANDOUT **UWE-4**

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### ***GROUP TWO INSTRUCTIONS***

You are to develop two role-plays. In both role-plays, it's the New Guy's first morning on the job, and it's coffee time. Choose one group member to play the New Guy. Everyone else plays co-workers who are also having coffee.

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#### **ROLE-PLAY ONE:**

**The New Guy is part of an all-male survey crew. He fails to use the Work Environment Guidelines.**

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#### **ROLE-PLAY TWO:**

**The New Guy is a clerical trainee for a car insurance firm. Other office workers, male and female, are present.**  
The New Guy successfully uses the Work Environment Guidelines.

Before you present each role-play, you should read only the bolded portion of the role-play descriptions above to the other group. You should also brief them on:

- Where the role-play takes place (coffee shop, outdoors, etc.)
- What the various characters are wearing.



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## **HANDOUT IJS-1**

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### ***GUIDELINES FOR BEING A GOOD WORKER***

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#### **Respect your fellow workers, and show that respect.**

- Be on time. Your absence has an impact on others.
- If someone needs a hand, and you can help, do it.
- If you work in an open environment, don't distract by being loud.

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#### **If your boss hasn't been clear about whom to see for help or guidance, ask him or her.**

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#### **Remember that your boss' job is to give you instruction and direction, and that accepting instruction and direction is part of your job.**

- Use your listening skills to really HEAR what your boss is saying. "Getting it" will make you a more valuable worker.
- Recognize that some bosses give direction and instruction better than others. Your job is to get the most out of that direction and instruction, no matter what level of skill your boss displays.

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#### **Note the people who seem to be most respected for doing a good job.**

- Watch the way they do things, and try to do similar tasks in the same way.
- Consider asking them for informal advice or guidance — but don't overdo it.





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**If you don't understand — ask.**

- Don't be embarrassed to admit you don't understand. Remember: the only stupid question is the one you don't ask.
- When you think you understand, repeat it in your own words to make sure.
- Take notes.

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**Learn from your own experiences and those of your co-workers.**

- Create mental or written checklists of things you should do whenever you perform certain tasks.
- When you (or someone else) has made a mistake — figure out why, and what can be done to avoid making that mistake again. Add that to your checklist.
- Use your checklist to evaluate every task you've done, before you consider it complete.

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**Don't allow boredom to set in. Boredom doesn't promote quality.**

- Remember — boredom doesn't just "happen." You have to let it happen.
- Fight boredom by creating challenges for yourself. Ask yourself: Can you do this task better, or faster than you've done it before? What is it about the task that tends to bore you? Can you make changes in that?

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**Concentrate first on getting the experience, rather than the money or recognition.**

- Some people won't do jobs that "aren't in their job description." Getting experience is more important. If you don't get paid or recognized for it now — there will be pay-offs later.





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## WORKSHEET IJS-2

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### SELF-ASSESSMENT

Task	What I Did Well	What I Didn't Do Well	How I Could Improve



## WORKSHEET LB-1

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### CLAY AND HELEN

#### SITUATION

**C**lay was teased throughout his childhood about being small and looking weak. When he discovered weight lifting as a young man, it changed his life. Lifting brought him self respect and respect from others. Clay feels that he needs that respect. He continued to work out, even when he was doing a lot of drugs. And he continues to work out now, despite other pressures.

The pressure is being applied by his girlfriend Helen. They've been living together for three months. Clay used to live only a few blocks from the all-male gym he attends. Now that he's moved in with Helen, it's all the way across town, and it takes at least 45 minutes to get there. Clay works out for 90 minutes, so each trip to the gym takes three hours. Clay is proud of his discipline — he works out three evenings a week, and both Saturday and Sunday. That makes for a full schedule, combined with the two part-time jobs that keep him busy Monday through Thursday, from 8 am to 4 p.m., and his weekly session with his substance abuse group.

Clay thinks Helen should be proud of his discipline. But she doesn't understand. She plays softball with a neighborhood league and wants him to join. She's always suggesting that they do that, or go out, or meet some of her friends for a swim. She doesn't seem to understand how busy he is. Lately, she's been bugging him so much that he needs his workouts more than ever, just to vent the stress and anger he feels about the way she's been at him. It's the first time he's ever really cared about someone...and she's ruining it.

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Clay and Helen (*continued*)

## **QUESTIONS**

- 1.** Is Clay's lifestyle balanced? What makes you think it is or is not balanced?

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- 2.** What results could come of an imbalance? What impact could that have on Clay's substance use goals?

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- 3.** What changes could Clay make to develop a more balanced lifestyle?

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## WORKSHEET LB-2

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### LEONARD AND LISA

#### SITUATION

**L**eonard met Lisa at an AA meeting. Everything changed when he met her — for the first time, he feels like he really matters. The three months since they moved in together have been the happiest in his life. His moods have been more stable than they used to be, and he hasn't been experiencing the same kind of cravings he used to.

Both Leonard and Lisa have jobs, but other than that they do everything together. They have their meetings, and they both enjoy watching the same shows. Leonard highlights the movies they'll watch together in the TV guide.

Leonard knows that Lisa understands his problems. So when his old buddies call and ask if he wants to join them for a card game, or some pool, or a workout, he always finds excuses. He wishes they wouldn't call any more. They should know that he's happier now, and that he'd rather spend his time with Lisa.

Leonard thinks Lisa feels the same way. A few times, her girlfriends have asked her to go places with them. When she's mentioned it to Len, he's showed her the movies he'd planned for them to watch together...and each time, she's said "Oh, OK — I'll tell them some other time." The last time it happened, she went and took a bath afterward. When Len tried to open the bathroom door to remind her that a movie was about to start, he found it was locked. "Just leave me alone for a few minutes, OK?" said Lisa. Leonard was pretty pissed off at her. He feels that if she really loved him, she'd want to be with him all the time.

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Leonard and Lisa *(continued)*

## **QUESTIONS**

- 1.** Is Leonard's lifestyle balanced? What makes you think it is or is not balanced?

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- 2.** What results could come of an imbalance? What impact could that have on Leonard's substance use goals?

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- 3.** What changes could Leonard make to develop a more balanced lifestyle?

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## **HANDOUT LB-3**

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### ***LIFESTYLE BALANCE GUIDELINES***

- Keep a log of all of your activities for a period of time. Then assess it to see how balanced it is.
- Remember to listen — to yourself and to others:
  - If you're unhappy or bored — think about what's causing it.
  - When others complain about you being unavailable — don't make excuses or get angry — listen to see if the other person is right.
  - Find ways to combine different aspects of your life.
- Take note of the times you are happiest:
  - What are you doing when you're happiest?
  - Who are you doing it with?
  - Where are you?
  - Are there ways you can work more of the activity, people or place into your regular routine, while still carrying out your responsibilities and obligations?
- Revisit this process often.



## WORKSHEET LB-4

### ACTIVITY LOG

#### INSTRUCTIONS

For each day, log all of your activities, and the amount of time you spent on that activity.

Date	Work and/or School	Marriage and/or Family	Alcohol Use	Health and Fitness	Leisure, Social Activities





**EXAMPLE**

Date	Work and/or School	Marriage and/or Family	Alcohol Use	Health and Fitness	Leisure, Social Activities
10/3/99	Work — 9-4	Phone call to Mom — 15 min.			Watched TV with Frankie — 8-10 pm
10/4/99		Phone call to Mom — 15 min.	1 beer at bar with Frank and Rick	Lifted weights — 1 hour	Hung out in park with Frank and Rick — 2 hrs.





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## **HANDOUT RS-1**

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### ***THE BROKEN RECORD TECHNIQUE***

- Use a calm tone when speaking to another person/people.
- Say no firmly while attempting to maintain a respectful tone.
- Continue to repeat the word “no” despite the arguments/pressure that the other person is applying.
- Do not attempt to give lengthy explanations that justify your position, keep it short: Keep repeating “no” or “no, thank-you.”
- Do not lose your focus, make your position clear to the other person/persons.



## **HANDOUT RS-2**

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### ***GUIDELINES FOR DRINK/DRUG REFUSAL SKILLS***

- 1. Don't feel guilty or apologetic**
  - You don't owe it to anyone to drink or drug. The way you feel **WILL** affect the way you act. If you don't feel it — you won't transmit it.
- 2. Use body language that shows you don't feel guilty**
  - Make direct eye contact.
  - Voice: clear, firm, confident.
- 3. Say No**
  - Say it first, say it firm: otherwise people wonder if you are sincere.
  - You can follow with an explanation, but not an apology.
    - OK: No, I don't drink any more
    - Not OK: No, I'm really sorry, but I just don't do that any more.
  - You can follow your "no" with an alternative, or you can change the subject.
- 4. Suggest an alternative**
  - Show that saying no doesn't mean you're not interested in the person. Offer alternatives you would like to pursue:
    - Go for a coffee
    - Go for a walk
    - See a movie
    - Have a meal.
- 5. Change the subject**
  - This prevents you getting into a long discussion with pressure applied.
- 6. If you are being pressured, consider**
  - Using the broken record technique
  - Requesting a behavior change: "If my friendship is important to you, you will stop pressuring me to drink".
- 7. Don't offer excuses**
  - Excuses ("I've got to go to work" "I can't do it now, I'm on meds") suggest you might drink or drug some other time. To avoid that impression — make no excuses.



## **HANDOUT RS-3**

### ***CASE STUDY: LOU'S PROBLEM***

#### **SITUATION**

Lou has been on probation for the past two years. Lou is always having disagreements with his case management officer over his employment situation and questions about who he associates with. Lou is really frustrated because he thought he was doing everything right but couldn't convince his probation officer. All of this has had an impact on the progress Lou is making in completing trade courses so he can find a decent job.

One night Lou was returning to his apartment from an NA meeting and bumped into some old buddies, including Jeff. Lou was only a few blocks away from his apartment. Jeff said he really wanted to get high tonight and offered to share his drugs with Lou. But Lou said he wasn't interested and returned home. Once in his apartment, Lou started to get really bored and went to the local pool hall. On his way there, he happened to bump into Jeff and his buddies for a second time.

The time Lou explained he was bored and looking for something to do and how the probation system was totally unfair. Jeff fully agreed with Lou's position and offered to share some cocaine he scored with his friends earlier that night.

The more Lou thought about how everyone seemed to be screwing with his head they more he wanted to snort a line.

---

#### **INSTRUCTIONS**

Your group is to prepare and practice three separate role-plays, based on the situation above. When you do them, take turns switching the role of Lou while the other members in the group play Lou's friends.

Role-Play One: **Lou is unable to resist smoking the joint.** He fails to use any refusal skills.

Role-Play Two: **Lou resists smoking the joint.** He uses the **only most basic refusal skills** (the bolded points listed on Handout RS-2: Guidelines for Drink/Drug Refusal Skills.)

Role-Play Three: **Lou resists smoking the joint.** Lou uses the basic skills in addition to practicing a number of different refusal skills (e.g., suggest an alternative, change the subject, request a behavior change). Use all or most of the tools found in Handout RS-2: Guidelines for Drink/Drug Refusal Skills.



## **HANDOUT RP-1**

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### ***CASE STUDY: LOU'S PROBLEM CONTINUED***

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#### **SITUATION**

**L**ou was not able to finish his school and his relationship with his probation officer went from bad to worse. In the six months since meeting up with Jeff and his friends, Lou's girlfriend Tracy got pregnant and he could not find work despite putting a decent effort into job hunting. Lou also found the conditions of his probation to be very unfair because his probation officer kept hassling him about the kind of work he expected him to take (e.g., a cleaner or fast food worker).

On top of everything, Lou's probation officer kept asking him to participate in a couple of treatment programs. Lou's girlfriend Tracy took on work to take care of the bills while Lou looked for a decent job. Lou and Tracy were getting into more and more arguments because of all of the new pressures. Lou was feeling so frustrated and out of place that his probation officer had the nerve to accuse him of using when he had not touched anything. This really hurt, because Lou was actually proud of his accomplishment of not using.

Lou needed to talk to someone so he visited his old buddy Kevin. There was a house party at Kevin's place and Lou was introduced to everyone, including a number of women. Lou did not have time to tell Kevin he was no longer using so when the beer and drugs were passed around Lou decided to join in. Lou said to himself, "I don't want to look like a jerk in front of these people so this one time won't hurt."

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## **INSTRUCTIONS**

Please answer the following questions:

- 1.** Can you identify Lou's dangerous situations?
- 2.** How was Lou's lifestyle unbalanced?
- 3.** What types of destructive thinking did Lou use?
- 4.** What consequences did Lou expect to get from using?
- 5.** How do you think Lou will feel after using?
- 6.** Will Lou be more or less likely to use again?
- 7.** What could Lou have done to avoid the slip?





## **HANDOUT VAL-1**

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### ***DEFINITIONS***

**A** value is a belief, moral, principle, or concept that a person feels is very important.

A value system is a group of beliefs, morals, principles or concepts that together establish what an individual believes is right and that aid that individual in making decisions.

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## **HANDOUT VAL-2A**

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### ***WHOM TO HIRE?***

#### **SITUATION**

**Y**ou are a recovering alcoholic and you own a small printing shop. You need to hire a new secretary and after conducting interviews and testing the applicants, you've narrowed it down to two candidates.

*Candidate 1* applied for the job when she saw your ad in the paper. She is 22 years old, and is single (never married). She has no dependents, and lives with her parents in a middle-class part of town. During her interview with you, she made it clear that she works for "personal fulfillment" — rather than because she actually needs the money. On the tests you gave, her office skills came out as a good solid "B-" — not great, but well-above average. She was very polite and charming to both you and your office manager, but your receptionist reported that Candidate 1 had been very cold and impersonal with her.

*Candidate 2* was referred to you by a mutual friend, and you know from him that she used to have a drug habit, but has been clean for years. This candidate is also 22 years old, is single (never married), but has a young child to support. She lives in an apartment in "an affordable" part of town. On the tests you gave, her office skills were outstanding. She was pleasant and direct with you and everyone else she encountered in your office. Your receptionist reported that Candidate 2 was very open and friendly to her.

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## **WORKSHEET VAL-2B**

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### ***GROUP ONE EMPLOYER***

#### **YOUR VALUE SYSTEM**

**Y**ou believe that it's a tough world, and that everyone is out to take advantage of others, and the system, as much as they can. You feel that sex outside of marriage is immoral. You also feel that most people cannot change — that you are unusual in having been able to turn your life around. In business, you feel that every decision should be made only based on its probable impact on the bottom line, tomorrow — and you believe in taking no risks.

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#### **INSTRUCTIONS**

Decide which candidate you would choose, based on the value system you've been assigned. Be prepared to brief others on why you made your decision, and the impact your value system had on it.





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## **WORKSHEET VAL-2c**

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### ***GROUP TWO EMPLOYER***

#### **YOUR VALUE SYSTEM**

**Y**ou believe that the help you got from others helped you turn your life around. You think it is important to try to give the same sort of help to others, and that people deserve a second chance. You think if you treat people fairly, they will be loyal to you, and that will eventually have an impact on the bottom line. You're prepared to take reasonable risks, if you think you're likely to see some long-term benefits as a result.

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#### **INSTRUCTIONS**

Decide which candidate you would choose, based on the value system you've been assigned. Be prepared to brief others on why you made your decision, and the impact your value system had on it.





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## **WORKSHEET VAL-2d**

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### ***GROUP THREE EMPLOYER***

#### **INSTRUCTIONS**

Decide which candidate you would choose. Be prepared to brief others on why you made your decision.



## WORKSHEET VAL-3

### KEY SOCIETAL VALUES, AND MY VALUES

Key Societal Values	My Values



## **HANDOUT VAL-4**

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### ***POTENTIAL INDIVIDUAL VALUES***

#### **Value**

- ▶ Show my commitment to my country, or my political beliefs
- ▶ Show my commitment to my spiritual beliefs or my religion
- ▶ Show my commitment to rehabilitation as a law-abiding citizen
- ▶ Make a contribution to my community
- ▶ Help those who need help
- ▶ Be tolerant of others
- ▶ Respect nature, and conserve it
- ▶ Spend quality time together with all my family
- ▶ Spend quality time alone with my spouse
- ▶ Work hard and do well at my job
- ▶ Show my commitment to my employer
- ▶ Keep busy all the time
- ▶ Analyze or meditate on my behavior and needs
- ▶ Always keep learning
- ▶ Spend quality time with friends
- ▶ Laugh and have a good time
- ▶ Have others perceive me as a success
- ▶ Think of myself as a success
- ▶ People can change if they want to enough
- ▶ Making mistakes doesn't mean someone is a failure
- ▶ People can learn from their mistakes





## HANDOUT **CAP-1**

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### **JOSEPH'S SITUATION**

**J**oseph has been doing well with his substance abuse goals, but he has been battling depression for a long time. His case manager finally persuaded Joseph to see a doctor. The case manager had to discuss this with Joseph for months, because Joseph is extremely nervous and apprehensive about seeing any kind of medical practitioner.

The doctor Joseph saw prescribed a medication for his depression. Within a day or two of starting the prescription, Joseph feels less depressed. But he also starts to experience some other uncomfortable sensations. Joseph's buddy tells him these are probably "side effects" — symptoms caused by the drug he's been prescribed. He tells Joseph he should go back to the doctor, and describe the side effects. Maybe the doctor can try another drug, or do something about the side effects. Joseph replies "Nah, I'm not going back there. I couldn't understand a thing the guy said. I never can. They make me feel like an idiot. I'll just stop taking the drug. I got by before without it."

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## **HANDOUT CAP-2**

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### ***SUMMARY GUIDELINES FOR COMMUNICATING WITH AUTHORITIES AND PROFESSIONALS***

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#### **1. PLAN AHEAD**

- What are your objectives?
- What questions do you need answered?
- Talk to people you trust to get additional suggestions.
- Where is the office located?

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#### **2. BE CALM**

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#### **3. ASK YOUR QUESTIONS, AND INSIST ON ANSWERS YOU UNDERSTAND**

- Remember: the only stupid question is the one you don't ask.
- Don't be embarrassed to admit you don't understand.



## **HANDOUT CAP-3**

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### ***DETAILED GUIDELINES FOR COMMUNICATING WITH AUTHORITIES AND PROFESSIONALS***

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#### **1. PLAN AHEAD**

- **What are your objectives?** Think about exactly why you are contacting the person, and make sure you can give the person you're seeing a clear statement about why you are seeing them (Example: I've been nauseated a lot since I started this prescription. Could the medication be causing my nausea?).
- **What questions do you need answered?** If you're trying to get information about programs or services, consider asking about:
  - Where services are provided
  - Times, dates, how often, how long
  - How you apply
  - Where you get application forms
  - If there are any costs.
- **Talk to people you trust to get additional suggestions.** Make notes (Examples: How long will this last? Is there another medication that won't have this effect on me? Are there any other side effects I might experience?).
- **Where is the office located?** If you're driving — find out where to park. If you're taking a bus — find out where the nearest stop is.

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#### **2. BE CALM**

- Give yourself time to find the office, park and get settled.
- Practice deep breathing, read a magazine — whatever techniques help you stay calm.
- When speaking with the authority or professional, keep your body language and tone of voice moderate, polite, but firm.





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### **3. ASK YOUR QUESTIONS, AND INSIST ON ANSWERS YOU UNDERSTAND**

- Remember: the only stupid question is the one you don't ask.
- Don't be embarrassed to admit you don't understand. Most people have trouble understanding the terms used by authorities and professionals. If you don't understand, say so calmly and politely, and ask the person to explain it again, or explain it more simply.
- When you think you understand, repeat it in your own words to make sure (So you're saying that I should call you in a week if the situation hasn't changed?)
- If you're getting a lot of information or are afraid you might not remember it all, make notes.
- Find out whom you should contact if you need more information. Is there a hotline, a Web site, etc?



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## **WORKSHEET CAP-4**

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### **INSTRUCTIONS**

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- 1.** All group members should work together to plan how to use the detailed guidelines to respond to a specific situation involving communicating with a professional or authority. You can use a real-life situation one of you has encountered, you can make up a situation, or you can use this one:

#### **SITUATION:**

Monty's case manager feels he needs individual counseling about some of his problems, in addition to participating in substance abuse programming. He gave Monty the name and number of a psychologist he thought Monty should see. When Monty tells his wife about this, she asks what it's all about, and what kind of counseling is involved... and Monty realizes he really doesn't know.

- 
- 2.** Write down details about your planning, so you can brief the rest of the class on the details.

- 
- 3.** If your group is using the situation above, prepare a role-play showing Monty interacting with the case manager to get the clarification he needs. If you've created another scenario, develop a role-play using the characters featured in your scenario.

Group members who are not acting in the role-play should serve as observers and suggest ways to improve the interaction.



## **HANDOUT CRV-1**

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### ***HINTS FOR DEALING WITH CRAVINGS***

#### **TRY TO REMEMBER:**

- Cravings are undesirable but are a natural part of the change process — many people experience cravings but the trick is to actively deal with your cravings.
- The source of cravings is part of the T-A-C model — many cravings are due to psychological factors (e.g., people, places, thoughts, feelings, times).
- Identify the triggers that are likely to lead to cravings for you.
- Do not think about cravings as being controlled by physical sensations alone.
- Detach yourself from the craving by making sure that you don't identify with the craving (they are something you experience and not something you are part of).

#### **PRACTICAL TIPS AND TECHNIQUES:**

- **Use Imagery:** Think of the craving as if you are riding a wave. When the craving is intense, the wave is moving up. But it will move down again, and the craving will be less intense then.
- **Try Thought Stopping:** Think of a stop sign in your head to end the craving.
- **Distract Yourself:** Simply leave the scene or do something else.
- **Use Substitutes:** Substitute another behavior (like eating something).
- **Use Coping by Thinking:** To look past the temptation of the immediate gratification.
- **Seek Help:** Talk about your craving with someone who supports you, and whom you trust.
- **Don't Play with the Craving** by thinking about the positive benefits of use. Instead, actively cope by using techniques you've learned work for you.
- **Create as Safe an Environment** as possible to avoid cravings and to deal with cravings when they take place.
- **Remember to Have a Plan:** Rehearse the plan, keep improving your plan to have confidence that it works.



## **HANDOUT CRV-2**

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### **URGE SURFING EXERCISE**

#### **INSTRUCTIONS**

- 1.** Use your imagination to think about how you experience a craving. The sensations you are about to experience will differ depending on whether you select food, cigarettes or coffee as your example. Try to use a simple example such as one of your favorite foods, a cigarette, or a cup of coffee. Make sure you are sitting comfortably with your feet flat on the floor and your hands in a comfortable position. Take a few deep breaths to focus your attention inward. Notice where in your body you experience the sensation of the craving and what the sensation is like. Notice each part of your body involved in experiencing the urge, and tell yourself (in your head), what you are experiencing. For example, "My craving started in my mouth and nose and moved to my stomach."
- 2.** Notice the exact sensation in the area you are experiencing the craving. For example, do you feel hot, cold, tingly, or numb? Are your muscles tense or relaxed? Notice any changes that happen with the sensation. For example, My mouth feels dry and I'm thirsty. There is tension in my lips and tongue. I am trying to swallow a lot. As I exhale, I can imagine the smell of hot coffee on a cold day. If you are using food or cigarettes think about the sensations associated with eating your favorite food or smoking your favorite brand of smokes.
- 3.** Keep focusing on each part of the body that is experiencing the craving. Describe to yourself the changes in sensation that take place. NOTICE how the urge comes and goes. Many people, when they Urge Surf, notice that after a few minutes the craving vanishes. The purpose of this exercise is not to make cravings vanish but for you to experience cravings in a new way. If you practice Urge Surfing, you will become familiar with your cravings and learn how "to ride them out."

**Source: Ronald Kadden, et al. (1994), *Cognitive Behavioral Coping Skills Therapy Manual*. National Institute on Alcohol Abuse and Alcoholism: Project Match Monograph Series, Volume 3, Rockville, Maryland.**



## **HANDOUT CRV-3**

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### **JAMIE'S APARTMENT**

#### **SITUATION**

**J**amie lives in a high-rise apartment in downtown Boston that looks directly down on a busy street. Jamie is a bit embarrassed about his craving because some people might think it sounds a bit strange. For 10 years, Jamie was a daily cocaine user. He never free-based or did injection, he was only into snorting lines of coke that he carefully lined up on his coffee table. Jamie did most of his drugs alone — in fact Jamie still considers himself as a loner given that he spends most of his time alone in his apartment.

After a full six months of quitting, Jamie found himself in an awkward situation. During a major snowstorm he gazed at the snowploughs 15 stories below as they continued to push snow up against a large bank. The snow was piled up row after row before it led into one large bank. Jamie found himself experiencing an incredible urge to snort cocaine as he gazed down on the street.

Why? Jamie felt that the rows of snow bore a striking resemblance to lines of cocaine he had cut for years on his coffee table. The fact that the “snow” outside was much larger than his old lines of cocaine did not matter. The snow was a real trigger for Jamie.

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#### **INSTRUCTIONS**

Develop a list of recommendations about how Jamie might handle this situation. Refer to Handout CRV-1: Hints for Dealing with Cravings. Be prepared to brief the other group on your recommendations.



## **HANDOUT CRV-4**

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### ***CHRIS'S FAVORITE TUNES***

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#### **SITUATION**

**C**hris is a 23 year old who is on probation in the Machias area. Chris stopped smoking hash over two years ago and is confident that he can now handle any situation without using. Chris is happy with his decision to not use given that his best friend also decided to stop using around two years ago. Chris has also received a great deal of support from his family and relatives who understand what has gone on in the past.

Chris is a huge fan of Pink Floyd and when he used to smoke dope he always seemed to be listening to "Dark Side of the Moon" or the "Wall." Chris's old girlfriend Joanne keeps bumping into him lately. Recently, Joanne invited Chris over to her girlfriend's apartment and he agreed. It was a surprise to Chris when the two women were smoking drugs. They were playing Pink Floyd all evening. To his surprise, Chris found himself craving a toke as he heard all of his favorite tunes that evening and could smell the hash in the air. Chris asked himself "How can this be happening? I haven't even touched anything for over two years."

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#### **INSTRUCTIONS**

Develop a list of recommendations about how Chris might handle this situation. Make sure you consider CRV-1: Hints for Dealing with Cravings. Be prepared to brief the other group on your recommendations.



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## **WORKSHEET CRV-5**

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### ***COPING WITH CRAVINGS PLAN***

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#### **INSTRUCTIONS**

##### **Triggers — Column 1**

List all of the triggers that you've associated with your cravings in the past. (For example, you might crave cocaine when you visit old drug-using friends. That's one trigger. Your craving may increase as your friends discuss the quality of the cocaine and how they plan to use — that could be your second trigger). List two to three triggers and provide as much detail as possible.

##### **Actions — Column 2**

The Actions column is divided into two. In the left-hand side list all the things you can THINK to help deal with your cravings (like thought-stopping, for example). In the right-hand side list all the things you can DO to deal with your cravings (like seeking the support of friends, for example). You can refer to Handout CRV-1: Hints for Dealing with Cravings for ideas when working on this part of your chart.

##### **Consequences — Column 3**

List all of the positive and negative consequences you think are likely as a result of the Actions you've identified.





TRIGGERS What risk situations (people, places, things, emotions, thoughts, smells) trigger your cravings?	ACTIONS What actions do you plan to take to cope with your cravings?		CONSEQUENCES	
	Thinking Skills you plan to use	Things You Can Do	+	-





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## HANDOUT CT-1

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### HOLLIS

**H**ollis is turning his life around. He's been doing well at achieving his substance use goals, and he's just landed a new job. It's important to him and his family that he does well at it. He is acting as a receptionist and clerk for a drop-in center for disadvantaged kids. On Hol's second day on the job, one of the social workers tells him, very politely, that he has been putting that social worker's calls through to the wrong extension. Hollis mumbles an apology.

Afterwards, while eating lunch, he thinks: *"Man, I am such a loser. I can't even put phone calls through right. That guy is probably going to tell everyone else — they're probably all laughing at me right now. And no wonder — I am just hopeless."*

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## HANDOUT **CT-2**

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### ***DESCRIPTION OF CONSTRUCTIVE SELF-TALK***

Constructive Self-Talk can be used to counter destructive thinking patterns, and can be especially effective in dealing with *magnifying, all or nothing thinking, jumping to conclusions, and dwelling on negatives*. These destructive thinking patterns inflame you, making you feel worse about yourself. Constructive Self-Talk is designed to help you feel better about yourself and to counter the chain of destructive thinking and negative emotions that often lead to slips.



## **HANDOUT CT-3**

### ***GUIDELINES FOR CONSTRUCTIVE SELF-TALK***

- 1.** Catch your destructive self-talk as soon as possible, before you get too upset or want to drink/drug. Be alert to key phrases people use as part of destructive self-talk:
  - I always...
  - I never...
  - Name-calling (*I'm such a jerk!*)
  
- 2.** *STOP* yourself — interrupt or break the chain of destructive self-talk.
  
- 3.** Re-label your distress — tell yourself the emotion you are thinking and feeling is a signal to use your coping skills, rather than a signal to get upset and drink/drug.
  
- 4.** Substitute constructive self-talk. To do that, focus on:
  - Focusing on the event, not yourself. Remember — everyone makes mistakes. Making a mistake does not make you a dumb person — just a normal person who has made a mistake.
  - Recalling good things about yourself and your life.
  - Challenging irrational beliefs (if you started by saying “*I never do well...*”, identify situations that show that statement is false).
  - Putting things in perspective. Even if something negative has happened, it is seldom a catastrophe, particularly if you bring constructive thinking into play.
  - Hopeful thoughts, positive outcomes: “*I can handle this. This is just a bump in the road...*”
  - Reminding yourself to stay “on-task.” Focus on what needs to be done, not on what’s happened already.
  - Reinforcing your constructive thinking. When you’ve countered your destructive self-talk, give yourself the congratulations you deserve.



## **HANDOUT CT-4**

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### **INSTRUCTIONS**

1. Role-Play One: Your group should create a scenario in which something upsetting has happened to the person playing the main character. Develop a brief role-play to show the upsetting event. You can use as many group members as you want in your role-play.
  - When you present this role-play to the other group, be prepared to first give them whatever information they'll need in order to understand the role-play. (For example, if you were role-playing the Hollis scenario, you'd need to tell observers that it is Hollis' second day on the job, and that he's a clerk/receptionist in a drop-in center).
2. Develop two more role-plays to show the impact destructive self-talk would have on your main character, after the upsetting event.
  - Role-Play Two: Show the character doing destructive self-talk out loud. You could do this as a solo scene, or for more fun — have the main character sitting silently, while another group member plays the destructive self-talk voice.
  - Role-Play Three: Show the impact the negative self-talk would have. (For example, in the case of Hollis, you might show what happens the first time Hollis sees the social worker after the destructive self-talk).
3. Develop two more role-plays, to show the impact positive constructive self-talk would have on your main character, after the upsetting event.
  - Role-Play Four: Show the character stopping the destructive self-talk and doing constructive self-talk instead. Again — you could do this as a solo scene, or for more fun — have the main character sitting silently, while another group member plays the positive self-talk voice.
  - Role-Play Five: Show the impact the constructive self-talk would have. (For example, in the case of Hollis, you might show what happens the first time Hollis sees the social worker after the positive self-talk.)



## **HANDOUT LC-1**

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### **OVERVIEW OF THE LEARNING CYCLE**

**Stage One**  
**It Looks Easy**

(unaware, looks easy,  
blind to what is involved)



**Stage Two**  
**It's Hard!**

(aware of how much is involved and  
that you can't perform well,  
start to learn and practice one or two parts step by step,  
feel high level of discomfort and stress)



**Stage Three**  
**Working Hard**

(aware of performing well even if slow and uneven,  
focus on practicing selected parts,  
make mistakes and can self-correct,  
feel more comfortable, less stress)



**Stage Four**  
**Now It's Easy**

(unaware of performing well and smoothly,  
mastered the skills, calm and confident  
when new or additional skills introduced or  
want to set or meet higher standards  
return to Stage One)



## HANDOUT LC-2

### DETAILS OF THE LEARNING CYCLE

Stage	Description	Example
<b>Stage One:</b> It Looks Easy (Pre-Beginner Level)	<ul style="list-style-type: none"><li>- don't know what you don't know</li><li>- look at an activity and think it looks easy</li><li>- don't realize all that is involved</li><li>- interested and excited by starting</li></ul>	<ul style="list-style-type: none"><li>- want to learn to drive a car with a standard transmission</li><li>- you have seen others drive and it looks easy</li><li>- look forward to the first lesson</li><li>- want to jump in and go right away</li></ul>
<b>Stage Two:</b> It's Hard! (Novice Level)	<ul style="list-style-type: none"><li>- you know what you don't know</li><li>- feelings of discomfort and apprehension surface</li><li>- concerned about how you will look and may be embarrassed to have others watch</li><li>- worry about how you will ever learn all that is needed</li><li>- make mistakes trying — may be tempted to give up, too difficult, etc.</li><li>- have to stick to it</li><li>- even when at later stages you will return to this stage when new skills etc. are added</li></ul>	<ul style="list-style-type: none"><li>- driving instructor or parent starts telling you all the different things you need to focus on, like the location of the clutch, gas pedal and brake, how to clutch, must remember to look in the mirrors, pay attention to all the rules of the road, watch out for pedestrians and on and on</li><li>- finally get the car onto the street and it leapfrogs 20 feet, goes off the road and stalls</li><li>- feel embarrassed, frustrated and overwhelmed, there is so much to learn, don't want to fail</li><li>- you might be tempted to quit except you really want to drive</li></ul>
<b>Stage Three:</b> Working Hard (Intermediate Level)	<ul style="list-style-type: none"><li>- you know what you know</li><li>- starting to feel more comfortable</li><li>- performing reasonably well but need to think about what you are doing at each move or step</li><li>- continue practicing</li><li>- if a new skill or techniques is added you go back to Stage One or Two but only for that new piece</li></ul>	<ul style="list-style-type: none"><li>- after much practice can keep the car going smoothly</li><li>- must keep reminding yourself to look in mirrors, etc.</li><li>- feeling a lot more comfortable but still requires effort to think about what you are doing</li></ul>
<b>Stage Four:</b> Now It's Easy (Advanced Level/Mastery)	<ul style="list-style-type: none"><li>- you don't know what you know</li><li>- have mastered the skill area</li><li>- no longer have to think about what you are doing</li><li>- unconscious good performance</li></ul>	<ul style="list-style-type: none"><li>- after a lot of practice and learning from your mistakes now can drive and obey the rules of the road without thinking about them</li><li>- can actually talk to people while driving it's all automatic</li></ul>





## **HANDOUT LC-3**

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### ***GUIDELINES ON COPING WITH THE LEARNING CYCLE***

- Remember that everyone goes through the cycle, and that the most uncomfortable stages (Stage Two, and the early parts of Stage 3) **will** pass, and lead to the pleasure of late Stage Three, and Stage Four.
- Recognize that you constantly go back and forth in the cycle — each time you learn something new (like driving a manual transmission, when you've only driven an automatic before) you go back again to Stage Two.
- Talk to others involved in learning the same thing — to help you recognize that the way you feel is normal.
- Get more information about what you're learning, so you know what to expect and can learn more quickly.
- When you have an instructor or more expert person available — seek guidance and feedback on your progress and seek reassurance.
- Review your own progress, acknowledge what you're doing well and identify areas where more work is needed.
- Develop, and constantly revise a plan, to ensure that you get the necessary practice on areas where more work is needed.
- Be patient with yourself, avoid negative thinking; practice positive thinking, and practice, practice, practice.





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## WORKSHEET LC-4

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### ***LEARNING CYCLE COPING IDEAS***

MY ACTIVITY: \_\_\_\_\_

Stage	Example	Coping Ideas
<b>Stage One:</b> It Looks Easy (Pre-Beginner Level)		
<b>Stage Two:</b> It's Hard! (Novice Level)		
<b>Stage Three:</b> Working Hard (Intermediate Level)		
<b>Stage Four:</b> Now It's Easy (Advanced Level/Mastery)		

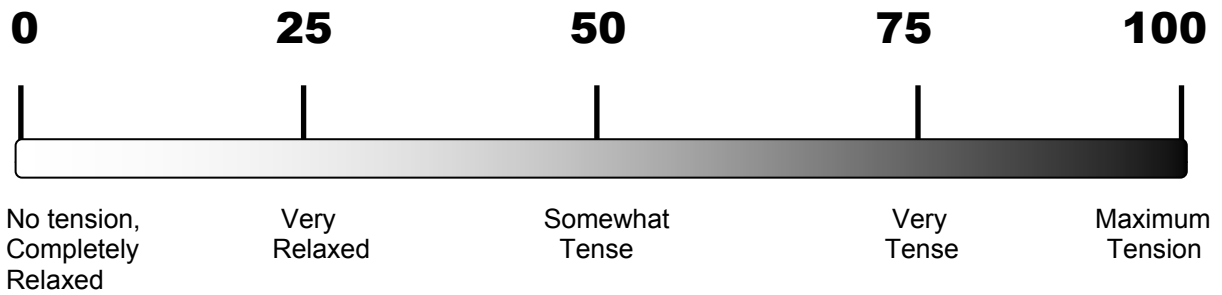


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## **HANDOUT RT-1**

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### ***RATING SCALE***







## **HANDOUT RT-2**

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### ***THE RELAXATION EXERCISE CYCLE***

- ▶ Go through two tension/relaxation cycles (5 seconds tension, followed by 15-20 second relaxation) for each of these muscle groups:
  - Hands
  - Arms
  - Shoulders
  - Jaws
  - Eyes
  - Forehead
  - Stomach
  - Legs.
  
- ▶ Then go through about 10 minutes of relaxation imagery, where you picture yourself alone and very peaceful in a beautiful place
  
- ▶ Then go through two minutes of deep breathing, in which you breathe slowly and steadily, keeping your body completely relaxed, imagining the word “relax” each time you exhale.





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## **HANDOUT EMS-1**

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### ***TIPS FOR A HEALTHY LIFE STYLE***

- Try to get as much sleep as you need (most people need about eight hours a night).
- Establish as regular a sleep cycle as possible.
- Ensure that there is balance in your life — you need to balance obligations like work with rewarding leisure.
- Eat well and regularly — don't go to extremes and overeat, and don't diet to excess.
- Get regular physical activity — it promotes a feeling of well-being and will help you handle stress.
- Confront and deal with stressful situations so they don't get out of hand.
- Learn how to know when — and where — to get help if you are experiencing negative emotions like depression, anger, loneliness.



## **HANDOUT EMS-2**

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### ***CLAY'S EMOTIONAL ACHILLES HEEL***

**A**s a little boy, Clay was pale, thin, and built small. Other children made fun of him and he was often bullied. His self-consciousness and his efforts to show that he was tough were among the most important factors that led Clay into trouble with the law. His misery over his appearance was also a factor in his substance abuse — he started using drugs when he was very young, as a way of escaping from ridicule.

One of the rehabilitation programs Clay attended when he was about 20 included a focus on fitness, and through the program Clay started lifting weights. He became very good at it and his appearance changed. For the last five years, he's looked fit and strong. He kept up his work with weights even when he was doing coke.

Recently, Clay has been very busy. He's on probation, has a part-time job in a fast-food restaurant, and he's a volunteer at a soup kitchen. For the first time, he feels needed and important — so much so that he's spending almost all of the time he's not at the restaurant at the soup kitchen. He hasn't worked out for about six months now, because helping seems more important.

One day, he overhears two homeless men at the soup kitchen talking about him. "Which one is Clay?" one of them asks the other. "Oh you know — the little blondie" the other replies. "The one that looks like a skinny little girl?" the other says. "Yeah, that's Clay" is the response.

Clay is embarrassed to find that he's close to tears. And he really wants to score some drugs.

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## **HANDOUT EMS-3**

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### ***EMOTION MANAGEMENT GUIDELINES***

- 1.** Develop a healthy lifestyle.
- 2.** Identify your own emotional Achilles heel. Take steps to resolve it and develop work-arounds until it's resolved.
- 3.** Monitor to recognize your own emotions in their early stages.
- 4.** Use problem solving skills to deal with the emotion before it gets out of control.
- 5.** If emotional level becomes very high
  - Use distancing methods to create a pause and cool down
  - Use self-talk and visualization to build a positive state of mind
  - Then use problem-solving skills.
- 6.** Regularly practice distancing and positive-thinking techniques when you're not under stress, so that you can use them effectively when you are.



## WORKSHEET EMS-4

### PREPARING TO DEVELOP YOUR OWN STRATEGY

1. Use the chart below to help you plan how to develop a healthy lifestyle.

Life Style Factor	Assessment	Steps to Take
<b>SLEEP:</b> <ul style="list-style-type: none"><li>- Do I get enough sleep?</li><li>- Is my sleep cycle regular?</li></ul>		
<b>LIFE STYLE:</b> Do I have a balance between work and play?		
<b>FOOD:</b> Do I eat well? Do I go to extremes?		
<b>EXERCISE:</b> Do I get enough physical activity?		
<b>STRESS:</b> Do I deal with stress, or ignore it?		





- 2.** Use the chart below to help you identify and plan how to deal with your emotional Achilles heel.

What is my emotional Achilles Heel?	What steps should I take to resolve it?	Are there any "work-arounds" I can use until I resolve it?

- 3.** Answer the questions below to help get you started on monitoring your emotions in their early stages. To answer these questions, you'll probably need to think back to times in the past when you've been upset.

- a. What kind of physical sensations do I experience when I'm getting upset? (*For example, tense muscles? Dry mouth? Clenched teeth? Headache? Lump in throat? Feel like crying? Clenched fists? Nausea? Sweaty?*)

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- b. Is there a consistent pattern my emotions follow when I'm upset? (*For example, first get angry and then depressed? Or first want to quit and then want to drink? Or first get angry at someone else, and then blame myself?*)

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## **HANDOUT SM-2**

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### ***SLIP MANAGEMENT EXERCISE***

#### **INSTRUCTIONS**

- 1.** Each of you should brief your partner on your own major high-risk situation (one situation). So in each group, there will be two briefings.
- 2.** Each of you should then take five minutes to create a scenario you'll use to challenge your partner. The scenario should involve your partner's high-risk situation and the resulting slip that takes place. See the second page of this handout for an example of a challenging scenario involving a slip.
- 3.** When you're both done, each of you should brief your partner on the scenario you developed for him (i.e., involving your partner's major high-risk situation and his slip).
- 4.** Each of you should then spend about five minutes to figure out how to deal with the situation he has been given. Refer to Handout SM-1: Slip Management Worksheet in order to identify tools for dealing with a slip. Consider the points raised at the start of the current exercise (e.g., advanced planning, seeking help, practice, getting off the substance).
- 5.** Identify the specific coping skills (thinking and acting) that you could use in the situation your partner presents to you.
- 6.** Finally, each of you should brief your partner on the plan you identified for handling the slip he created for you. Partners should provide input on the plan, asking questions and making suggestions to improve the response, and the use of the slip management plan.





## Example of a Scenario to Challenge Your Partner

### YOUR PARTNER'S HIGH-RISK SITUATION

Type: Your Emotions: Celebration

### SITUATION YOU DEVELOP TO CHALLENGE YOUR PARTNER

**J**ohn has always had a hard time avoiding a big party on his birthday. John's daily cocaine use gave him the opportunity to party almost every day but now he hasn't touched any drugs in over five months. Overall, John is satisfied with his decision and he finds himself fighting a lot less with his wife, friends, and co-workers, something that always happened when he was coming down in the past.

Well, it's John's 24th birthday and he had a great time in the afternoon with his wife and family. It is now 9 o'clock and John's best buddy Dave calls up and tells him to meet him at his apartment for a great birthday surprise. John tells his wife he is heading out for a few hours and without thinking heads over to Dave's place. Dave has invited a number of buddies over and there is coke on the table and great tunes playing on the stereo. After spending some time trying to resist, John does several long birthday lines...

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